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ABSTRACT

This booklet, which is intended for individuals responsible for marketing continuing higher education, presents an interactive approach to educational marketing in which customers play the role of collaborators. The booklet begins with brief profiles of successful interactive marketing programs at three universities. Examined next are labor market and demographic trends that have necessitated new educational marketing processes and the basic principles of interactive marketing. Step-by-step guidelines for to developing an educational marketing campaign based on collaboration between marketers, programmers, and administrators are included. Other topics discussed in the remaining sections are: developing/using a unified marketing database (tracking and predicting student preferences; designing a database to facilitate sharing of information among marketers and educators; adding additional data; using the concept of environmental scanning for strategic planning; and using/improving the database); collaborating with customers (one-to-one marketing, relationship marketing, and the roles of websites and extension in marketing); and improving marketing through organizational reengineering (marketing programs and programming markets, redefining the organization, collaborating within a university, and moving forward through interactivity). Twelve suggested readings are listed. (MN)

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UNIVERSITY CONTINUING EDUCATION ASSOCIATION

INTERACTIVE MARKETING

CUSTOMERS AS COLLABORATORS

BY DOROTHY DURKIN

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INTERACTIVE MARKETING

About The Author

Dorothy Durkin is associate dean for public affairs and student services at New York University's School of Continuing Education (SCE), the largest program of its kind at a private institution. During Durkin's tenure, SCE's enrollment, currently at 65,000, has nearly quadrupled, and its income has grown from $3 million in 1970 to over $70 million. Much of this growth is directly attributable to Durkin's pioneering efforts in the advancement of an educational institution through the use of direct marketing and database tracking techniques. Durkin's professional efforts consistently win top honors: successive Grand Gold Awards from the Council for the Advancement & Support of Education; the John Caples Direct Marketing Award, and annual awards from *Admissions Marketing Report* and UCEA. Her writings have appeared in publications of UCEA, CASE, The College Board, and other organizations.

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- **A worker in California's Silicon Valley** is interested in a continuing education class at San Jose State University. But when she telephones for more information, finding the right department proves harder than she expected. She e-mails marketing staff for help—and they e-mail her back the information she needs to enroll.

- **Travel industry leaders** help the University of California, San Diego Extension create a new certificate program in tourism. They advise UCSD on curriculum—and on important marketing details, such as the best time of day to hold classes aimed at students working in the industry.

- **A marketing study** at New York University's School of Continuing Education finds students expressing a new interest in applied liberal arts. The School wants to add this component to its degree programs, but at the same time recognizes that its noncredit division is especially strong in this area. The solution? Have the noncredit programmers develop course material for the degree programs as well.

Interactive Marketing—made possible by new technology and new ways of thinking about continuing education—lets you listen to your students and respond almost instantly with new courses, new programs, new marketing initiatives and new collaborative partnerships both inside and outside your school.

INTERACTIVE MARKETING:
CUSTOMERS AS COLLABORATORS

Schools and students have had a lot thrown at them in recent years:

- Corporate downsizing.
- An aging population of baby-boomers.
- The growth of high-tech and service industries.
- Increased job turnover and incidences of multiple careers.
- Lifestyle and income concerns.
- The emergence of the World Wide Web and other instant forms of communication.

Mass-market techniques that worked in the past to sell programs have not kept up with these shifts—especially given the increased demand at most schools for continuing education to generate the revenues needed to pay its own way. Successful marketers are already turning these social, economic, and technological shifts from crises into opportunities. In the process, they are building a new marketing paradigm, a continuing education model with interactivity at its core.

We can go one step further in defining this fundamental change in the marketing process. Regardless of the buzzword—relationship marketing, one-to-one marketing, customer management, micro-marketing—the crucial distinction is the same: Today, marketing is no longer just about databases, direct marketing, public relations, packaging and formats. It is about putting the customer/student in charge. Your customer defines your business as never before.

In this new paradigm:

- Your students tell you what they want, whether it is shorter courses or new concentrations in growth industries such as hospitality.
- Because you are interacting with students who may have many needs throughout their lives, you market the entire institution, not just individual programs.
- Marketers and programmers work together to create new courses, concentrations, and venues in response to student input and changes in the marketplace.

To make this new paradigm a reality at your school, you must start with a comprehensive marketing database and then integrate it with other information, such as social and economic trends, as part of your planning process.

This lays the groundwork for collaborating with your customers one-on-one through interactive media such as the World Wide Web, and with corporate and institutional customers through the process of relationship marketing.

The ideas and directions that emerge from this process lead to a natural collaboration between marketers, programmers, and administrators. It's a process that will reshape your organization and make interactive marketing a working reality.

In this publication, we discuss how to proceed, step by step. This information comes not only from our experience at NYU, but also from schools facing the same issues across the country.

THE NEW DATABASE:
TRACKING AND PREDICTING STUDENT PREFERENCES

Your school almost certainly already has a database—quite possibly more than one. A program tracking course enrollment patterns, demographics, and income is one example of a database. A file containing a catalog mailing list is another.

The new database, however, is a far more sophisticated tool. It is the cornerstone on which the customer-based marketing paradigm rests. As such, it must allow you to capture, store, and access a wide range of information about your customers in a multiplicity of ways.

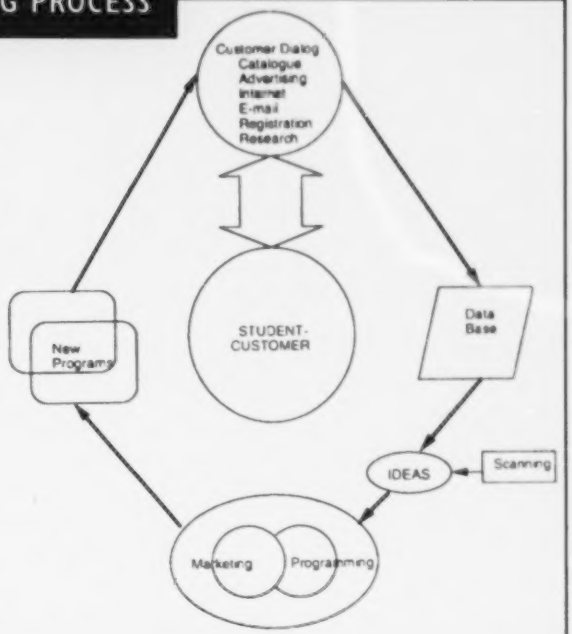
For example, you may want your database to be capable of tracking promotional efforts—from newspaper ads or special events to offerings on the World Wide Web—so as to provide long-term data on their effectiveness.

These data include not only how many responses a promotion got, but also how many of the respondents actually took courses (in other words, made a purchase) and what those courses were. Furthermore, you will probably want the ability to track customers over long periods of time, to determine their "lifetime value" to the school as a whole. After all, an expensive catalog mailing or advertising campaign would be a bargain if you could prove that it brought in new students who became loyal customers, taking course after course over a period of years.

Beyond tracking behavior—which students take what courses—a well-designed database can also track interests and suggest opportunities. For example, if students are filling out questionnaires in your catalog (or at your Web site) indicating an interest in advanced computer graphics, paralegal studies, or Japanese, you may want to consider enhancing your offerings in those areas.

THE INTERACTIVE MARKETING PROCESS

- **An ongoing dialogue** between your school and its student/customers—made possible by technologies like the Internet and e-mail—feeds a constantly evolving database.
- **Environmental scanning** of trends and new ideas is integrated with this customer dialogue. New marketing and programming initiatives are developed in close collaboration between marketers and programmers.
- **New programs** in turn generate new dialogue and the process continues.



Obviously, you will never be able to conduct face-to-face interviews with individual students to ask them what courses they have taken and which ones they would like to take. But the right database can give you the ability to reshape your curriculum and promotions as if you had.

DESIGNING A DATABASE: Sharing Information for Success

At the University of Minnesota's University College, marketing and systems staff have spent more than a year designing what will be the college's first-ever unified marketing database. Historically, a half-dozen separate registration and marketing databases have been maintained by the various credit and noncredit departments. As a result, says Gayle Hendrickson, director of communication services, it has been impossible to track cross-registrations. This has made it difficult to identify the college's most loyal customers overall.

As Hendrickson explains: "The extension classes department could tell you who the upper 20 percent of its customers are. Then another department could tell you who is in its top 20 percent, but we couldn't add it all together."

A well-designed database will handle the basic aspects of registration for each department, while at the same time gathering information pertaining specifically to marketing. This could include the student's interests, and how he or she learned about a program or event.

Marketers will be able to use the data on cross-registrations and interests to model student preferences. Such modeling makes for effective cross-marketing, says Deborah Wolfangel, a systems analyst working on the database design. A student taking extension courses in one topic, for example, may be interested in a different but related topic offered by a noncredit department; a database makes such patterns clear.

The database will also improve retention marketing by making it possible to track loyal customers as individuals, Hendrickson adds. This is done now, but not across departments.

A key design task involves gaining a consensus among departments on what fields should be included in a unified marketing database. One important field is "occupation": Instead of job titles, the University of Minnesota database will rely on more than 60 different occupational classifications that make more sense in marketing terms. For example, the administrative management category includes both executive assistants and executive vice presidents, since some of the same topics are likely to appeal to persons in both positions, despite the difference in level.

ADDING OTHER DATA

Once your database is functioning smoothly, you should overlay your basic customer data with other data gleaned from research. Additional research tools include demographic studies, focus groups, and environmental scanning.

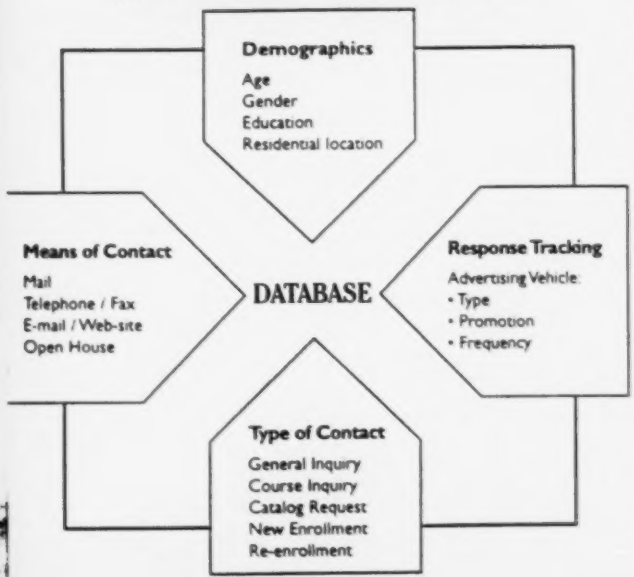
With a geodemographic computer software system such as Prizm®, you can match current student data with potential markets that you are not yet reaching. For example, geodemographic analysis helped NYU determine that it needed to pursue new locations for its programs and expand its market outside of city boundaries.

Environmental scanning is another important tool, one that provides insight into social, economic, and industry trends. At NYU, we scan by gathering information from the business press, the Chambers of Commerce, governmental bodies such as the Port Authority, and other sources.

You can also use scanning for strategic planning. A side benefit of this approach is that it generates ideas for marketing and programming. That is how it is done at the Georgia Center, which has been running a highly admired scanning program for more than ten years.

BUILDING A DATABASE

Types of Information to Track



Environmental Scanning at the Georgia Center

Scanning at the Georgia Center involves more than 60 staff members who read numerous journals, magazines, newspapers, and newsletters. As director Ed Simpson describes it, scanners are looking for those trends, events, or emerging issues that present the institution with either threats or opportunities.

Scanned items are written up as abstracts by the scanning project manager; these abstracts are published in a quarterly newsletter for everyone's use, including marketers and programmers. In addition, the most important trends or events are discussed by three committees, including an executive committee. These discussions lead to development of an action agenda for use in strategic planning and decision making at the Center.

One marketing idea recently generated by scanning is for "learning vacations," in which older couples

Steps Towards Successful Environmental Scanning

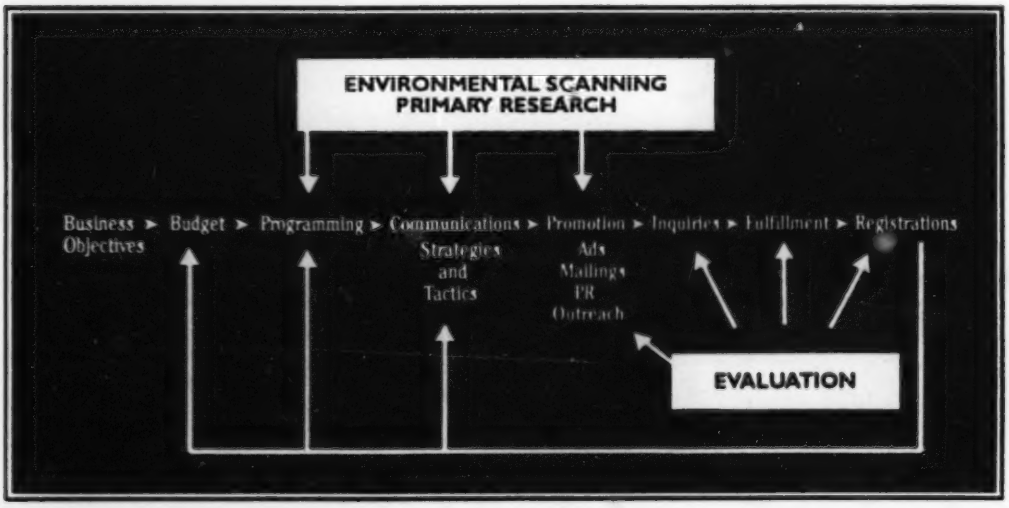
- **Persuade management** to commit to scanning for the long term. Scanning is a labor intensive process and results can take time.
- **Involve department heads and managers** across the institution in the scanning program.
- **Develop a computer database** for identifying subjects and routing scanning reports.
- **Integrate scanning into the school's planning process** and establish a cycle of voting and evaluation to highlight key issues and trends.
- **Publish scanning results widely.** This gives recognition for scanning volunteers, and also provides a source of ideas for use throughout the school.

would come to the Georgia Center for a vacation weekend in order to participate in seminars on subjects such as performing arts, antique collecting, etc. The original concept was spotted by a scanner in a news item about the Walt Disney Company.

USING THE DATA

Several times a year, you should combine your database patterns and other forms of research into formal reports. Use such reports to analyze customer demographics and psychographics, and to track the performance of promotions. Try to discover who your best customers are and the subject areas in which they are enrolled. Examine crossover registrations to spot potential areas for cross-marketing.

At NYU, for example, a recent analysis of registrations revealed that it had at least 4,000 students who were either new immigrants or from overseas. We integrated this information with external research on immigration patterns, overseas study patterns in the United States and at NYU, and a survey we conducted of overseas counseling centers. Because we had done our homework, we were able to develop a successful series of summer institutes aimed at these international students.



STEPS FOR BUILDING A BETTER DATABASE

1 Decide if your database should be managed in-house or by a vendor. While an in-house system gives you convenient access, a vendor eliminates the need for extra staff.

2 Check your internal resources. What system exists for registration? Can it be customized for marketing? If not, you may prefer to build a new system.

3 List the information you will want from your system, and how you plan to use it. Ask academic departments to do the same. A consensus must be reached on necessary information versus frills.

4 Persuade departments to share student data, pointing out that the goal in a competitive environment is to develop student loyalty towards the institution as a whole.

5 Make certain that the database can be used to generate mailing lists. A database that cannot do this has not been properly designed.

6 Use two types of people to analyze database information: *constructors*, those who identify patterns, and *creators*, those who use patterns to suggest new ways to enhance programs or develop customer loyalty.

COLLABORATING WITH YOUR CUSTOMER

ONE-TO-ONE MARKETING AND RELATIONSHIP MARKETING

Interactivity stands in stark contrast to the mass marketing techniques of the 1960s, which dictated that programs be sold as broadly as possible. That approach began to give way in the 1970s and 1980s, with the emergence of niche marketing. Today, pushed by communication technologies such as fax, e-mail, and the World Wide Web, a new concept has evolved that is truly interactive—one-to-one marketing.

One-to-one means treating more and more of your students as differentiated individuals with sharply differing educational needs, priorities, income levels, and other personal characteristics. Rather than target the averages, we target the differences between people.

Competitive pressures are reinforcing the importance of another form of customer partnership as well—relationship marketing, in which your school's partners are institutions and industries within your community. These partners can help you develop professional curricula, and help supply you with students. (The term relationship marketing is also occasionally used to mean one-to-one marketing. Perhaps that is because the theme is the same for both: collaboration, whether with an individual or an industry.)

Let's take a closer look at these concepts and how to put them into practice.

ONE-TO-ONE MARKETING: Serving One Student at a Time

What assumptions underlie one-to-one? Consultants Don Peppers and Martha Rogers, in their paradigm-defining book *The One-to-One Future*,[1] emphasize the following points:

- Your goal as a one-to-one marketer is to sell a single customer as many products as possible, over a long period of time, and across product lines.
- To do this, you need to build unique relationships with your best customers.
- Dialogue and feedback become key. What do your customers really want? What does this *individual* customer want? Dialogue helps you adjust programming. For example, you may decide on the basis of feedback to add advanced courses for people who have completed lower level courses and are telling you they want more.

This pressure for new, more flexible relationships will not go away. It is being expressed by consumers in their dealings with all kinds of institutions, from the gas station to the university. Today, when a driver stops to buy gas, he or she can also buy a quart of milk, a lottery ticket, or some hair gel, and—in many parts of the country—drop off the dry cleaning or pick up a video rental.

While it is unlikely students will want to do their shopping in your classrooms, there is a parallel. The same student taking a statistics course paid for by an employer may want to take a film course for pleasure. Or a student taking a noncredit computer graphics course today may be interested in a degree program next year.

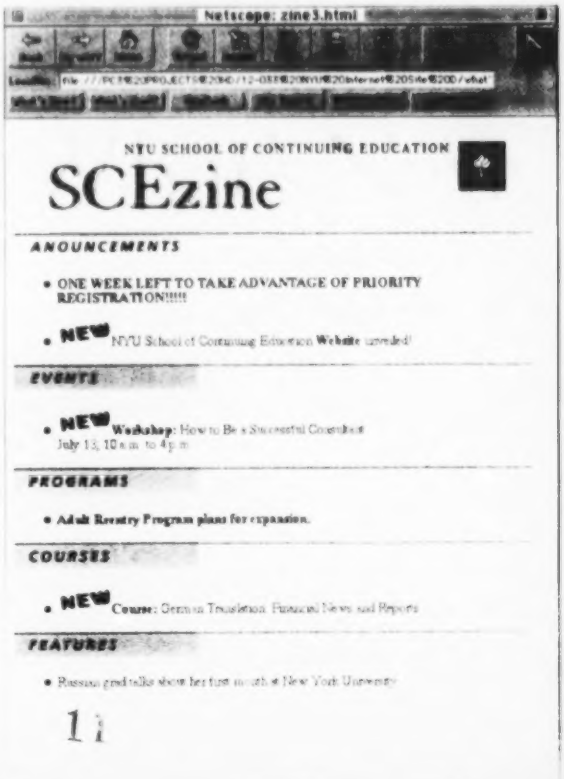
In response, our organizations must become seamless, ready to offer programs throughout the year, where and when students want them. Staff need to become more customer-focused, and systems need to be developed to support this new focus.

A terrific tool that has emerged for facilitating one-to-one marketing, a tool that every school ought to be using, is the World Wide Web.

The World Wide Web at NYU

At NYU, the School of Continuing Education has been using e-mail to communicate electronically with students for some time. (If you are not doing so already, you may want to publicize your school's e-mail address on all ads, catalogs, and mailings.)

In addition, we have redesigned the School's Web site, located at http://www.nyu.edu/sce/, to take the first step towards the one-to-one concept of tailoring information and responses to the individual needs of students and prospects.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NYU SCHOOL OF CONTINUING EDUCATION
SCEzine
ANOUNCEMENTS
• ONE WEEK LEFT TO TAKE ADVANTAGE OF PRIORITY REGISTRATION!!!!!
• NEW NYU School of Continuing Education Website unveiled!
EVENTS
• NEW Workshop: How to Be a Successful Consultant
July 13, 10 a.m. to 4 p.m.
PROGRAMS
• Adult Reentry Program plans for expansion.
COURSES
• NEW Course: German Translation: Financial News and Reports
FEATURES
• Russian grad talks about her first month at New York University

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Among other elements, the newly redesigned site includes:

- An on-line bulletin, or database of courses, searchable by parameters including course name, topic, time of day, instructor, day of week, location, and more.
- SCEzine, an electronic magazine featuring the newest courses, programs, and events. Budgets and schedules slow down print communication, but with the Web, you can let students and prospects know what is going on every day.
- A corporate services page, where a visitor can request information about on-site or on-campus corporate education and training.
- Surveys that ask students to tell us their interests, and how they would like to see the school better meet their needs. These surveys use Web forms for easy collation of the resulting data. Such interactivity is a fundamental part of one-to-one marketing.
- Web forms for students and prospects to use in requesting further information. These request forms can be customized by program departments as desired.

Regardless of how your Web site is designed, the aim should be to provide a fully integrated environment, through which visitors can easily navigate. The site needs to familiarize students with all aspects of the school. At the same time, it should allow them to easily select the information they need and give them feedback on their concerns, which you can use to reshape programming and marketing.

Consider this as well: you can publish more cheaply and extensively on a Web site than you can with paper. As more people use the Internet and the Web, you may expect to generate significant savings with increased electronic promoting.

The Web at San Jose State University

An interactive philosophy underlies the Web site developed by marketing professionals at San Jose State University Continuing Education (http://conted.sjsu.edu).

Aside from a complete on-line course schedule, the San Jose State site allows visitors to subscribe to a mailing list. Students and prospects use a Web form at the site to check off areas of interest; the downloaded requests are entered into a database which then enables the continuing education unit to target the mailings of its brochures and other information. In addition, data obtained from the mailing list regarding subscribers' interests and how they heard about the school are used by San Jose to improve cross-marketing and promotions.

The list had attracted over 1,200 subscribers by 1996, while the Web site itself had 35,000 visitors since it was created in March of 1995. E-mail is also important at San Jose State. The marketing department responds directly to e-mail queries from potential students for information and assistance.

Marketing director Judy Rickard stresses that the Web site is only one part of a comprehensive information management system, based on customized, sophisticated databases. These databases support not only the site, but also Continuing Education's brochures and paper catalog, allowing them to use the same source files when designing all three formats. The initial cost of hardware and customized software was about $10,000, Rickard says.

CHECKLIST FOR A BETTER WEBSITE

1 Keep content up-to-date, with new material appearing monthly or more often. A static site discourages repeat visits.

2 Put a press kit on-line to give media professionals rapid access to all of your current publicity material.

3 On-line catalogs and other information must be fully searchable, to make use of the Web's hypertext capabilities.

4 Consider hiring an outside design firm for the initial structuring of on-line content. Be careful to present an integrated look that matches your Web presence with your other advertising and promotional materials.

5 Make use of Web forms for questionnaires, surveys, and inquiries. The Web facilitates one-to-one marketing.

6 Begin with a generic survey; as you continue, target specific industries or interest groups.

7 Take precautions to avoid having your Web site crash or malfunction. If your school runs its own server, apart from the university, it may need to hire full-time technical support in order to guarantee proper maintenance.

8 Respond to e-mail and track complaints, comments, and requests. E-mail provides valuable customer feedback.

Rickard cautions that although a Web presence is becoming expected, a badly designed or static site may be worse than no site at all: "If someone comes to see you, and they don't like what you have, or your material is outdated or wrong, or they try and request something and don't get an answer, they're likely not to return."

RELATIONSHIP MARKETING

Of course, the term "customer" does not refer exclusively to individuals, even with the emergence of one-to-one marketing. It also includes corporations, industries, and other community institutions. The goal is to position your school as a broad-scale resource that meets a variety of organizations' needs—a place where they can find answers to complex employment and training problems.

This idea is what is behind relationship marketing as practiced not only at NYU, but also at the University of California, San Diego Extension.

Building Loyalty & Relationships at University of California San Diego Extension

At San Diego, relationship marketing actually takes several forms, says Mary Lindenstein Walshok, associate vice chancellor for extended studies and public service.

One form can be seen in the Frontiers in Science Leadership Conferences, held annually in July for hundreds of elementary and high school science teachers. It is a typical pro bono event for the school, with seminars, buffet meals, and other events allowing the teachers to meet with, and learn from, University faculty.

The value to UCSD Extension is that many of the attendees are likely to use the school to meet their own continuing education requirements. Walshok says, "It's an effort to build identification with UCSD. What I want is for everybody in this town to think of UCSD first when they think of ad-

vanced continuing education—whether they're engineers in biotech or physics teachers in high school."

Another form of relationship marketing is the use of advisory committees, specific to industry subsectors, to help design certificate and credentialing programs. San Diego has used this technique to develop successful certificate programs in such areas as biotech manufacturing, healthcare management, and international trade.

By incorporating representatives from an industry into an advisory committee, you not only bring on board people who can help define the market and its needs, but who can identify the resources required to respond effectively to that market and contribute to the substance of the curriculum.

As Walshok notes, "It's being interactive, as opposed to reactive. The marketplace is becoming much more competitive. More and more, we're involved in helping identify where the learning needs are, as well as delivering learning. And that's an interactive process. Those institutions that wait for someone else to define the needs are going to be less well-positioned to get the business."

Assembling Industry Advisory Committees for Certificate Programs

- **Ask industry leaders:** Where is there a shortage of skills in the marketplace? What are the emerging technologies for which employees need to prepare? Identify the gaps.
- **Find the people or organizations** with the knowledge, experience, and information that can fill the identified gap. This may be your faculty, staff at local economic agencies, or professionals at local companies.
- **Pull your advisory committee together**, drawing on the industry leaders who know the needs, the experts who know the answers, and appropriate faculty.

ORGANIZATIONAL REENGINEERING:
MARKETING YOUR PROGRAM, PROGRAMMING YOUR MARKET

Interactive marketing is not simply an external process. Creating a dialogue with your students will not mean a thing if the results are not communicated both to the programmers who determine course offerings and to the administrators who lead your organization. Programmers need to be brought into the marketing process, just as marketers need to convey student needs and marketplace trends to the programmers.

The goal in all of this—from working with a database, to developing one-to-one and relationship marketing techniques—is to activate the organization and the people who work in it, to pull marketers and programmers together in a way that creates positive change.

As Don Peppers and Martha Rogers explain in their discussion of one-to-one marketing, the obstacles to putting a customer-based outlook into practice are not technological—they are bureaucratic.[2]

At many schools, today, it takes too long to develop a new program. Existing programs that have lost

appropriateness are allowed to linger. Standards used to judge the success or failure of new courses are inflexible; the infrastructure required to test and experiment with courses is unwieldy and expensive. All of this interferes with the health of the school and its overall mission—to fulfill the educational needs of adults and other nontraditional students, even as those needs continue to evolve in the years ahead.

Keep in mind that the process of encouraging change is a long one. Persuasive lobbying can involve, among other things, the suggestion of alternative metaphors for the organization's structure, the sharing of marketing research, and actively inviting participation and input.

Peter Warren, dean of University College at the University of Denver, puts it this way: "As much as you build relationships with the community, you also need to build them inside your school, and with the rest of your university.

"Generally, people in any academic pursuit believe that information is power, and that if you hoard it, you have some sort of power," Warren says. "But if you can break down these barriers, you can create a whole that is greater than the sum of its parts. The challenge is not to grab a bigger piece of the pie, but to make the pie bigger."

Warren makes this distinction between marketing within your school versus within the university: "Inside your school, concentrate on developing a sense of shared mission. Inside the university, concentrate on building relationships that will allow your school access to needed resources."

At NYU, the School of Continuing Education has experienced the benefits of fostering new relationships both between divisions within the School and the rest of the University.

REDEFINING THE ORGANIZATION: Applied Liberal Arts at SCE

Two years ago, a survey revealed that for a number of reasons, including the pressures of the economy, credit students were expressing a stronger than usual interest in the applied or pragmatic liberal arts—subjects such as art appraisal, art administration, and publishing.

This finding started a series of interesting conversations. NYU's School of Continuing Education looks at surveys and other research as a catalyst for change: what are the practical action steps, what can we do to make the organization better?

The survey findings provided the impetus for reconfiguring the organization. We considered new metaphors for the structure of SCE and fastened on the concept of a learning tree. In this organizational model, vertically-oriented branch management heightens internal cooperation and shifts the focus away from turf wars. For example, if noncredit courses can improve our ability to attract and deliver future credit students, managers of credit branches will become progressively supportive of noncredit efforts. Managers have the incentive to support the allocation of resources to adjacent managers.

We wanted to create a flexible organization whose managers were unencumbered by rigid structures and who would be willing to question conventional wisdom and take risks. With these objectives in mind, we focused on the liberal arts and ways that career programs might be enhanced.

Serendipity offered us an unusual chance for change. Because of a vacancy, we had recently hired a new associate dean of the Division of Arts, Sciences and Humanities. One of his goals was to develop this concept of applied liberal arts. Thus, when the position of associate dean of the Adult Degree Programs also came open, the dean decided to add

responsibility for that area to the portfolio of the new associate dean of the Division of Arts, Sciences and Humanities as well.

The two divisions are now directed by the same person though they remain academically separate. The goal is to use the rich resources of the non-credit area to foster the development of new concentrations in the degree programs. For example, within a student's liberal arts degree, he or she might have a concentration in appraisal studies, or in publishing, or in arts administration. These new concentrations, along with other collaborations between programs along the same lines, will likely be ready in time for the fall 1997-98 academic year.

Gerald Heeger, Dean of the School of Continuing Education at NYU notes, "This is an example of finding an opportunity inside our organization, by tapping internal resources and creating new kinds of relationships."

COLLABORATING WITHIN THE UNIVERSITY: *The New York Times* Website

Since fall 1996, NYU's School of Continuing Education has enjoyed an advertising presence on the Web edition of *The New York Times*. As part of the *Times*' Partnership Program, NYU has been featured on "buttons" on various section fronts; clicking on the button leads the visitor into Web microsites promoting various aspects of SCE, including technology, career nights, career and life planning, hospitality, and the new Center for Advanced Digital Applications. Links also lead directly to our SCE Web site.

Aside from the high visibility that such a presence offers, participation in the program has given SCE invaluable access to the *Times*' research data on how visitors are interacting with the site.

But SCE could not have become a partner on the site without a unique and special collaboration with other areas of the university. SCE rotates its presence on *the Times* site with NYU's Enrollment Services, Summer Sessions, and School of Business. Absent this type of collaboration, neither SCE nor any of the other NYU participants would have been in a position to pay the very substantial fee charged by the *Times* for membership as a Partner.

We first learned about the *Times*' plans for the Partnership Program in early 1996. Recognizing that taking full advantage of all Internet opportunities is a fundamental bridge to one-to-one marketing, we were excited by the prospect. But we soon realized that—even after pooling money from research, advertising, and creative budgets—SCE couldn't afford the cost. So we began to look for other units within the University which might be willing to share the cost of becoming a *Times* Partner.

Initially, we believed that NYU's Enrollment Services might be interested in promoting Summer Sessions in an interactive fashion. I approached NYU's vice president of enrollment planning, who was enthusiastic about joining the effort. Still, it was clear that we would need additional partners. Therefore, at Dean Heeger's suggestion, I approached the individual in charge of marketing at the School of Business, who immediately grasped the potential advantages of associating NYU with the *Times* on the latter's Web page. The total dialogue among all parties took only a few months, after which SCE signed a Partnership contract with the *Times*.

It was an example of creativity and cooperation on the part of all concerned. We have all enjoyed the benefits of a presence on the *Times* site: SCE has learned more about the rest of NYU, and the rest of NYU, in turn, has learned a great deal about the richness of SCE's programs.

Any school that decides it wants to explore new organizational models must be prepared to question fundamental structures and ways of operating. This requires an environment where people are not only permitted, but empowered to bring about change.

STEPS TOWARD ENCOURAGING COLLABORATION

1 Use the student-as-customer to create a bond between programmer and marketer. The goal is to change from a product-driven mentality to one that is customer-focused.

2 Promote alternative visions for your school's structure that are more flexible and responsive to changing customer needs.

3 Meet regularly with program directors, soliciting their input.

4 Distribute information to administrators and programmers on demographic trends, workforce patterns, economic forecasts, and technological developments.

5 Share student preferences, enrollment trends, and student feedback. For example, NYU enrollment trends showed student interest in shorter formats and Sunday programs; this information was conveyed to programmers, who responded by creating such formats.

6 Make marketing an integral part of the school's planning process by establishing goals and priorities with deans and department heads.

7 Find other means of deemphasizing turf within the school, making it easier to create internal pathways and share resources and results.

INTERACTIVITY: Going Forward From Here

As we enter the age of "mass customization," interactive participation becomes increasingly important. Using a database to track trends, engaging students in a dialogue on the World Wide Web, building creative relationships inside and outside your school—all are ultimately means of enhancing service to your customer. The market is always telling you what it wants. Interactivity gives you the tools to listen carefully and respond intelligently.

FOOTNOTES & SUGGESTED FURTHER READING

FOOTNOTES

[1] *The One-to-One Future*, Don Peppers and Martha Rogers, Ph.D.; Doubleday, 1993, pp. 15-16.

[2] Ibid, p. 187. 9

SUGGESTED FURTHER READINGS

"A Comprehensive Guide to Effective Strategies for Marketing Continuing Education," Dorothy Durkin; NYU.

"Lifelong Learning," Dorothy Durkin; *American Demographics*, Feb. 1990.

"Program the Market, Market the Program," Dorothy Durkin; *CASE Currents*, Feb. 1993.

"Are You Really Practicing Marketing Database?" Michael Krzyston; *Direct Marketing*, Feb. 1996.

"Environmental Scanning at the Georgia Center for Continuing Education: A Progress Report," E. Simpson, D. McGinty, and J.L. Morrison; *Continuing Higher Education Review*, National University Continuing Education Association*, Autumn 1987.

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The One-to-One Future, Don Peppers and Martha Rogers, Ph.D.; Doubleday, 1993.

"New Approaches to Funding University Public Service and Outreach," Mary Lindenstein Walshok, Ph.D.; *Journal of Public Service & Outreach*, Vol. 1, No. 1, 1996.

Scanning the business environment, F. Aguilar; Macmillan, 1967.

Lifelong Learning Trends: a profile of continuing higher education, NUCEA*, 1996.

"1001 Best Marketing Ideas for Continuing Education," NUCEA*, 1995.

*NOTE NUCEA changed its name to UCEA, September 1996.

UNIVERSITY
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Founded in 1915, the University Continuing Education Association (UCEA) promotes expanded opportunities and high-quality continuing higher education on behalf of part-time students. The Association consists of accredited, degree-granting higher education institutions and comparable non-profit organizations with a substantial involvement in post secondary continuing education. Members include public and private institutions offering both credit and non-credit instruction at the pre- and post-baccalaureate levels. UCEA seeks to exemplify its commitment to ethnic, cultural, and gender diversity and fairness in all of its forums, both public and private.